

Tribal  
1-4 Portland Square  
Bristol  
BS2 8RR

T 0300 123 1231  
Text Phone: 0161 6188524  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

**Direct T** 0117 311 5359  
**Direct F** 0117 315 0430  
**Email:** christina.bannerman@tribalgroup.com

2 July 2014

Glenn Pollard  
Headteacher  
Horton Kirby Church of England Primary School  
Horton Road  
Dartford  
DA4 9BN

Dear Mr Pollard

### **Requires improvement: monitoring inspection visit to Horton Kirby Church of England Primary School**

Following my visit to your school on 11 June 2014 , I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report on the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the second monitoring inspection since the school was judged to require improvement following the section 5 inspection in February 2013. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection.

### **Evidence**

During the visit I met with you, the deputy headteacher and the Vice Chair of the Governing Body to discuss progress since my last visit. The school improvement plan was discussed and evaluated. Throughout this academic year you have kept me updated with regular reports of progress and evaluations of the impact of actions taken to secure improvements.

### **Context**

There has been some turnover of teaching staff during the year, with another teacher and the special educational needs co-ordinator (SENCo) leaving at the end of this term. Recruitment processes are underway.

## **Main findings**

Senior leaders and governors have worked with vigour and determination to bring about necessary improvements. A review of governance has been completed. Subsequently a governing body action plan and training programme has been drawn up to steer improvements. Governors are now consistently aware of the school's priorities. For example, the Vice Chair of the Governing Body was able to describe a new approach to teaching reading due to be implemented next academic year as a result of slower progress in reading than in mathematics or writing this year. The progress and attainment committee has a much stronger focus than previously on pupils' achievement. They know where pupils have made best and least progress and why this may be the case.

Leadership roles and responsibilities have been reviewed. There is a clear understanding about who does what as well as clear lines of accountability. You and the deputy headteacher have undertaken leadership training and this is providing a fresh perspective on driving improvement as well as approaches to leadership. Leadership responsibilities are now more widely and appropriately delegated. Subject leaders and the deputy headteacher have an increased sense of purpose and have been able to initiate and implement a number of positive changes. Reports to the governing body are more detailed and there is positive evidence, in minutes of meetings, that governors are questioning and challenging the information and data they receive. Senior leaders and class teachers are all more confident in using data to evaluate the progress of individuals and groups and to use information gained to plan for further interventions. For example, you now have clear records of the additional support given to those pupils entitled to the pupil premium and an analysis of the difference that this support has made.

School tracking data demonstrate that pupils currently in Year 6 have made rapid progress this year, particularly in mathematics and writing, which has helped address their legacy of underachievement. Many pupils have been taught in ability sets this year and evidence indicates that these pupils have made faster progress than previously. Data also show that the younger pupils in Key Stage 1 are developing their early reading skills more quickly than in the past. Monitoring of the quality of teaching by senior leaders and the local authority shows an increasing proportion of good and better teaching. Pupils' workbooks reveal a greater quantity of work being completed to a higher standard. Marking provides helpful guidance to pupils about what to do next to improve their work even more.

Leaders and governors are continuing to improve communications with parents. Senior staff are on the playground at the beginning and end of the school day. Newsletters, text messages and celebration assemblies provide valuable sources of information and a new school website is under construction.

Ofsted may carry out further visits and will provide further support and challenge to the school until its next section 5 inspection.

### **External support**

The local authority continues to monitor the school's progress closely. Meetings are held approximately every six weeks during term times. Minutes of meetings indicate that the local authority considers the school to have secured good progress in addressing the key areas for improvement. The local authority regards achievement, teaching and learning and leadership and management to have reached the required standards to be viewed as good.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Kent.

Yours sincerely

Hilary Macdonald  
**Her Majesty's Inspector**